

ACSA Papers: Principles of Student Assessment

2. Purposes of assessment

2.1 Assessment can provide information about individuals and about groups.

2.2 With respect to individuals, the purposes of assessment are to provide information

- to students, their families, and their teachers about individual progress
- to students so that they may make decisions about future formal learning and other life experiences
- to teachers and other professionals so they may develop appropriate learning programs
- to people who will assist the student in making decisions
- to people who will certify students' achievements.

2.3 With respect to groups, the purposes of assessment are to provide information

- to teachers to assist them in adapting curriculum to the school context
- to curriculum workers to assist them in developing and modifying curriculum
- to people who make decisions about the allocation of resources for curriculum, pedagogy, school organisation and other educational provision.

3. Assessment processes

3.1 Assessment should relate to the goals of the curriculum and not deflect the teaching program from these goals. It should be shaped by and confirm the intentions of learning.

3.2 Where practicable, assessment should be a cooperative venture between student and assessor.

3.3 Students should be encouraged and enabled to undertake self assessment throughout their schooling and beyond.

3.4 Assessment should identify students' achievements and directions for further learning. It should be essentially criteria based rather than norm based. The distribution of assessment results should not follow a predetermined formula. Assessment should not be premised on success for some and failure for others.

3.5 Assessment should encourage a variety of intended learning outcomes. A range of valid assessment strategies should be employed. Assessment strategies should reflect the complexity of student learning and the full range of curriculum goals.

3.6 Assessment should be ongoing and students should be provided with more than one opportunity to meet assessment requirements.

3.7 Assessment tasks should be sensitive to gender, culture, linguistic background, physical disability, socio-economic status, and geographical location.

3.8 School based assessment should be the major process by which individual student achievement is monitored.

3.9 Assessment activities which contribute to the professional development of teachers, such as moderation meetings, should be employed wherever possible.

3.10 Assessment should be recognised as a complex and inexact process which involves varying degrees of errors of observation, description, measurement and judgement.

Links between Effective Instruction and Effective Assessment: checklist

Instruction is Most Effective When	Assessment is Most Effective When	My Example: what does this look like in the classroom (mine or my mentor's): in the lesson plan or in the unit of work?
1. It is directed towards a clearly defined set of learning outcomes.	1. It is designed to assess a clearly defined set of learning outcomes.	
2. The methods and materials of instruction are congruent with the outcomes to be achieved.	2. The nature and function of the assessment items are congruent with the outcomes to be assessed.	
3. The instruction is designed to fit the characteristics & needs of the students	3. The assessment items are designed to fit the reading level & other relevant student characteristics.	
4. Instructional decisions are based on information that is meaningful, dependable & relevant.	4. The assessment results provide information that is meaningful, dependable & relevant.	
5. Student are regularly informed concerning the progress of their learning.	5. Provision is made for giving students early feedback of assessment results.	
6. Remediation is provided for students not achieving the expected learning outcomes.	6. Specific learning weaknesses are revealed by individual assessment instruments or clusters of instruments.	
7. Instructional effectiveness is periodically reviewed against the expected learning outcomes & instruction is adjusted or modified as needed.	7. Assessment results provide information useful for evaluating the appropriateness of teaching/learning approaches used.	